**Career Academy Integrated Unit Plan**

**Academy of Entertainment and Sports Marketing** **New Smyrna Beach High School**

|  |  |
| --- | --- |
| **Ford PAS Module 3- People at Work** | |
| Courses to integrate:  English III and Marketing Management | |
| Grade Level: 11th | |
| Timeline & Duration: 1st & 2nd Quarter, ongoing 9 weeks | |
| Essential Question: What is the American Dream and what does it take to achieve it?  Unit Summary (From Ford PAS):  People at Work: Building a Foundation of Research Skills challenges students to trace changes in the workplace by looking closely at key periods in United States history. Students learn how such factors as immigration, the economy, technological innovation, and legislation affected people’s work experiences in the past, shaped working conditions today, and will affect the workplace of tomorrow. Students research different periods of U.S. history by analyzing primary and secondary sources of information, including documents, art, and photographs, that portray work life from various perspectives. They also conduct interviews of present-day workers in order to collect information about the workplace of today.  In this module, students learn and apply a variety of research and communication skills, including finding and evaluating sources, paraphrasing, and citing sources appropriately. In an ongoing project, students develop technology skills as they build a class Web site that explains how the workplace has changed throughout U.S. history. | |
| **Overview of Activities/Lessons per Course** | |
| **Marketing Management** | **English III** |
| Activity 1: What is the American Dream? | Supporting Activities:  Students make predictions of their lives and explain their own American Dream.   * Answer questions in FordPAS Mod 3:  1. Do you think it’s possible to attain the American Dream today? Why or why not? 2. How might aspects of the workplace that you identified as workplace themes affect people’s ability to attain the American Dream? 3. What workplace issues do you think you’ll face when you enter the workforce? How might these issues influence whether you attain the American Dream?  * Write about what the American Dream means to you. What is your personal definition of the American Dream? * Bring narrative to class and edit/revise * Send a thank you note to interviewee * Read Origin Myths |
| Activity 2: Working During the Pre-Industrial Era | Supporting Activities:   * Pilgrims and Puritans-*The Scarlet Letter, The Crucible* * *Roots* * Abigail Adams/John de Crevecoeur |
| Activity 3: Finding Out About the Industrial Era | Supporting Activities:   * Satire: David Sedaris * The Great Depression |
| Activity 4: Applying Your Research | Supporting Activities:   * The research process * Research Paper: A Call to Action |
| Activity 5: Legislation and the Workplace | Supporting Activities:   * Civil Rights Movement * MLK-“Letter from Birmingham City Jail” * “Letter from Eight Clergymen” * JFK’s Inaugural Address |
| Activity 6: Weaving a Web of the Workplace | Supporting Activities:   * Triangle Shirtwaist Fire * Women’s Rights * Unions * Minimum Wage |

**Lesson Instructions for English III**

|  |
| --- |
| **Lesson Title:** Supporting Activities for Activity 1 |
| **Standards (Performance Tasks or Course Frameworks or Sunshine State Standards:**   * Read with understanding * Convey ideas in writing-write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured even sequences * Speak so others can understand/Listen actively- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led); present information, findings, and supporting evidence, conveying a clear and distinct perspective. * Learn through research   **Rigor & Relevance (quadrant):** A, B & C |
| **Instructions to Teacher:** This activity introduces the question students will consider throughout the module: What does attaining the “American Dream” mean, and how is this different today than in the past? Students generate a list of current workplace themes and consider how these themes relate to one’s ability to attain the American Dream. After writing a description of what the American Dream means to them, students prepare for an interview to learn more about the workplace of today. Finally, students are introduced to the module project of developing exhibits for a class Web site that will show how the workplace has changed throughout U.S. history. |
| **Instructions to Students:** varies depending upon choice of instructional methods |
| **Instructions for Student Accommodations:** extended time and small group work as needed |
| **Assessment for Activity:** varies depending upon choice of instructional methods |
| **Approximate Length of Time for Activity:** 5-10 class periods split over time |
| **Materials Needed:** varies depending upon choice of instructional methods |
| **Resources Needed:** varies depending upon choice of instructional methods |
| Attachments: see Ford PAS curriculum |

|  |
| --- |
| **Lesson Title:** Supporting Activities for Activity 2 |
| **Standards (Performance Tasks or Course Frameworks or Sunshine State Standards:**   * Read with understanding * Convey ideas in writing-write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured even sequences * Speak so others can understand/Listen actively- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led); present information, findings, and supporting evidence, conveying a clear and distinct perspective. * Learn through research   **Rigor & Relevance (quadrant):** A, B, C & D |
| **Instructions to Teacher:** In this activity, students synthesize and visually organize information from historical documents by developing mind maps about working life in Pre-Industrial America. Students apply active-reading techniques in order to understand the documents and then organize the information in a way that addresses a variety of workplace themes. |
| **Instructions to Students:** varies depending upon choice of instructional methods |
| **Instructions for Student Accommodations:** extended time and small group work as needed |
| **Assessment for Activity:** varies depending upon choice of instructional methods |
| **Approximate Length of Time for Activity:** 5-10 class periods split over time |
| **Materials Needed:** varies depending upon choice of instructional methods |
| **Resources Needed:** varies depending upon choice of instructional methods |
| Attachments: see Ford PAS curriculum |

|  |
| --- |
| **Lesson Title:** Supporting Activities for Activity 3 |
| **Standards (Performance Tasks or Course Frameworks or Sunshine State Standards:**   * Read with understanding * Convey ideas in writing-write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured even sequences * Speak so others can understand/Listen actively- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led); present information, findings, and supporting evidence, conveying a clear and distinct perspective. * Learn through research   **Rigor & Relevance (quadrant):** A, B & C |
| **Instructions to Teacher:** In this activity, students research a particular Industrial Era topic. Using a beginning set of historical documents, students work to find more material in order to interpret images of working life from the time period. Students learn techniques for finding and evaluating sources of information and then practice developing a reference list. |
| **Instructions to Students:** varies depending upon choice of instructional methods |
| **Instructions for Student Accommodations:** extended time and small group work as needed |
| **Assessment for Activity:** varies depending upon choice of instructional methods |
| **Approximate Length of Time for Activity:** 5-10 class periods split over time |
| **Materials Needed:** varies depending upon choice of instructional methods |
| **Resources Needed:** varies depending upon choice of instructional methods |
| Attachments: see Ford PAS curriculum |

|  |
| --- |
| **Lesson Title** – Supporting Activities for Activity 4 |
| **Standards (Performance Tasks or Course Frameworks or Sunshine State Standards:**   * Read with understanding * Convey ideas in writing-write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured even sequences * Speak so others can understand/Listen actively- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led); present information, findings, and supporting evidence, conveying a clear and distinct perspective. * Learn through research   **Rigor & Relevance (quadrant):** A, B & C |
| **Instructions to Teacher:** In this activity, students synthesize their research to write a narrative that describes working life in the Industrial Era. Within the text of their narratives, students appropriately cite their sources as they examine a range of themes related to working life in this time period. They create the content for the Industrial Era section of their Web exhibits and consider whether the meaning of the American  Dream has changed since the Pre-Industrial Era. |
| **Instructions to Students:** varies depending upon choice of instructional methods |
| **Instructions for Student Accommodations:** extended time and small group work as needed |
| **Assessment for Activity:** varies depending upon choice of instructional methods |
| **Approximate Length of Time for Activity:** 5-10 class periods split over time |
| **Materials Needed:** varies depending upon choice of instructional methods |
| **Resources Needed:** varies depending upon choice of instructional methods |
| Attachments: see Ford PAS curriculum |

|  |
| --- |
| **Lesson Title –** Supporting Activities for Activity 5 |
| **Standards (Performance Tasks or Course Frameworks or Sunshine State Standards:**   * Read with understanding * Convey ideas in writing-write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured even sequences * Speak so others can understand/Listen actively- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led); present information, findings, and supporting evidence, conveying a clear and distinct perspective. * Learn through research   **Rigor & Relevance (quadrant):** A, B & C |
| **Instructions to Teacher:** Legislation passed in the 1960s and 1970s has had a profound effect on today’s workplace. In this activity, students explore examples of this legislation by learning about different perspectives on laws and the workplace and by simulating a congressional debate. At the end of this activity, students analyze how legislation has affected the lives of the people they interviewed. |
| **Instructions to Students:** varies depending upon choice of instructional methods |
| **Instructions for Student Accommodations:** extended time and small group work as needed |
| **Assessment for Activity:** varies depending upon choice of instructional methods |
| **Approximate Length of Time for Activity:** 5-10 class periods split over time |
| **Materials Needed:** varies depending upon choice of instructional methods |
| **Resources Needed:** varies depending upon choice of instructional methods, copies of *So Yesterday* |
| Attachments: see Ford PAS curriculum |

|  |
| --- |
| **Lesson Title –** Supporting Activities for Activity 6 |
| **Standards (Performance Tasks or Course Frameworks or Sunshine State Standards:**   * Read with understanding * Convey ideas in writing-write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured even sequences * Speak so others can understand/Listen actively- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led); present information, findings, and supporting evidence, conveying a clear and distinct perspective. * Learn through research   **Rigor & Relevance (quadrant):** D |
| **Instructions to Teacher:** In this activity, students work in teams to build Web exhibits that summarize and explain how the workplace has changed throughout U.S. history. After presenting their exhibits and explaining the changes in the workplace over time, students respond to an opinion about the American Dream, drawing on what they’ve learned about working life throughout U.S. history. |
| **Instructions to Students:** varies depending upon choice of instructional methods |
| **Instructions for Student Accommodations:** extended time and small group work as needed |
| **Assessment for Activity:** varies depending upon choice of instructional methods |
| **Approximate Length of Time for Activity:** 5-10 class periods split over time |
| **Materials Needed:** varies depending upon choice of instructional methods |
| **Resources Needed:** varies depending upon choice of instructional methods |
| Attachments: see Ford PAS curriculum |

**Lesson Instructions for Entertainment and Sports Marketing**

See Ford PAS Module 3